



Perris Union High School District Course of Study

A. COURSE INFORMATION

<p>Course Title: (limited to 34 characters with spaces in Infinite Campus)</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Ethnic Studies</div> <p><input checked="" type="checkbox"/> New <input type="checkbox"/> Revised</p> <p>If revised, the previous course name if there was a change</p> <div style="border: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <p>Transcript Course Code/Number:</p> <div style="border: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <p>(To be assigned by Educational Services if it's a new course)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">CREDIT TYPE EARNED:</td> <td style="width: 50%;">CALPADS CODE:</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">G-Elective</td> <td style="border: 1px solid black; padding: 2px;">9179</td> </tr> </table>	CREDIT TYPE EARNED:	CALPADS CODE:	G-Elective	9179	<p>Subject Area:</p> <p><input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input checked="" type="checkbox"/> Other</p> <p>Is this classified as a Career Technical Education course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, which pathway does this course align to? Pathway Name:</p> <div style="border: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <p>CTE CDE Code:</p> <div style="border: 1px solid black; height: 20px; margin-bottom: 5px;"></div>	<p>Grade Level(s)</p> <p><input type="checkbox"/> MS <input checked="" type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12</p>
CREDIT TYPE EARNED:	CALPADS CODE:					
G-Elective	9179					
<p>Was this course <u>previously approved by UC for PUHSD?</u></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p style="text-align: center;">(Will be verified by Ed Services)</p> <p>If Yes, which A-G Requirement does this course meet?</p> <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">TBD - Will Be Submitted</div>	<p style="text-align: center;">Credential Required to teach this course: To be completed by Human Resources only.</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Single Subject: Social Science</div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; border: 1px solid black; text-align: center; vertical-align: bottom;"> Signature </td> <td style="width: 30%; border: 1px solid black; text-align: center; vertical-align: bottom;"> 11/29/23 Date </td> </tr> </table>		 Signature	11/29/23 Date		
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<p>Submitted by: Julie Harris Site: SSC Date: 28 November 2023 Email: julie.harris@puhsd.org</p>	<p>Unit Value/Length of Course:</p> <p><input type="checkbox"/> 0.5 (half-year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one-year equivalent) <input type="checkbox"/> 2.0 (two-year equivalent) <input type="checkbox"/> Other:</p>					
<p>Approvals</p>	<p>Name/Signature</p>	<p>Date</p>				
Director of Curriculum & Instruction		11/30/23				
Asst. Superintendent of Educational Services		12/1/23				
Governing Board						

Prerequisite(s) (REQUIRED):

No

Corequisite(s) (REQUIRED):

No

Brief Course Description (REQUIRED):

This course is a comprehensive exploration of Ethnic Studies, with a particular emphasis on the experiences, histories, and contributions of African Americans, Latina/o/x, Asian Americans/Pacific Islanders/Middle Easterners, and Native Americans. Ethnic Studies is an interdisciplinary field that carefully examines the intersections of race, ethnicity, culture, and identity in the United States. By delving into the unique stories, struggles, and achievements of these four major ethnic groups, students will gain a deeper understanding of the complex tapestry of American society.

B. COURSE CONTENT**Course Purpose (REQUIRED):**

What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.

Ethnic Studies will be taught through historical resources (both print and film), students will be able to:

1. Discuss their identities, including race, ethnicity, culture, and nationality
2. Describe the ways in which these categories are socially constructed and how they affect students' lives and the lives of others
3. Look at the implications when society creates social constraints
4. Identify the dilemmas that still remain unresolved

This course is designed to develop an understanding of how race, ethnicity, nationality, and culture have shaped and continue to shape individuals and society in the United

States. The course prepares students to participate in concurrent or subsequent social studies and literature courses with a solid understanding of historical trends and historical thinking. The course develops academic skills in reading, analysis, and writing of historical narratives. The course gives students a broad opportunity to work with and understand the variety of perspectives that shapes the richness and complexity of the United States as well as our local community. Upon completion of the culminating task, students will earn the State Seal of Civic Engagement (SSCE).

Course Outline (REQUIRED):

Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.

Module #1 “Identity & Self- Awareness” (8 Weeks)

Mini Module - Introduction to Ethnic Studies (1 Week)

Students will begin the course by being asked “Why Ethnic Studies?”. Students will examine the history and background of Ethnic Studies in California. Included in this mini module is the introduction of California Ed Code 51225.3, California Ed Code 51226.7 and Legislation of AB101.

Students will explore the foundational concepts and significance of Ethnic Studies within the context of California's educational system. Students will discuss the educational benefits of including diverse perspectives and their role in fostering social consciousness and equity.

Students will explore how Ethnic Studies fits within the larger context of developing cultural competence and global awareness. This coursework can effectively prepare students to earn the State Seal of Civic Engagement (SSCE). The intention will be to provide modules and learning experiences that will engage students in discussions about topics that will facilitate the discovery of who they are as persons, how they could understand and participate more deeply in the society in which they live, and how they could hone their reading and writing skills so they could more effectively express themselves, their beliefs, and the grounding for those beliefs about themselves and their society. In addition, the performance tasks/digital portfolio will align with the requirements for the SSCE.

Essential Questions: How can the study of Ethnic Studies, guided by California legislation and educational code, help us better understand the complexities of identity, diversity, and equity in our society?

Guiding Questions:

- What is Ethnic Studies, and why is it important for students to engage with this field of study in California schools?
- How can a curriculum enriched with diverse voices and perspectives enhance students' understanding of identity, privilege, and social justice in California and beyond?
- What is the connection between Ethnic Studies and the broader goals of cultural competency and global citizenship?

Key Terms: Agency, Critical Consciousness, Dominant Narrative, Ethnicity, CA Education Code 51225.3, CA Education Code 51226.7, Legislation AB101, AB 1460, AB 331

Performance Task: Culture Box

My Culture Box

Resources:

- **Intro to ES- Ch 1.1**
- **Intro to ES- Ch 2.5**
- **California Department of Education**
- **Governor Newsom Signs AB101 Article**
- **“The Danger of a Single Story”**
- **Why Ethnic Studies?**
- **Kids Speak on Race**
- ***“American Like Me: Reflections on Life Between Cultures” By: America Ferrera***

Unit 1: Native Americans

Unit Description: Students will explore the factors that shape the multifaceted nature of identity, emphasizing the role of cultural factors, historical experiences, and societal

influences in shaping one's sense of self for Native Americans. Students will participate in a Land Acknowledge Activity at the conclusion of the unit.

Essential Questions: What factors shape our identities? What parts of our identities do we choose for ourselves? What parts are determined for us by others, by society, or by chance? What factors influence our identity and, in turn, the choices we make? How is identity shaped and reshaped by our specific circumstances?

Guiding Questions:

- How can we model and foster empathetic listening skills?
- What does ethnicity mean? What does race mean? What is the difference between ethnicity and race?
- How are our identities formed? To what extent can a person's identity change over time? To what extent do our own upbringing and culture instill bias?
- How much control do we have over our own identities? What external factors influence our identities?
- How do we develop a better understanding of other people, cultures, and ethnic groups? Why is this important?
- What does it mean to show respect for others? What does that look like?
- What do we need to be able to do to hear perspectives and experiences that are different from ours? How do we effectively engage with opposing or unfamiliar views as part of exercising civil discourse
- How do we communicate with others? To what extent do our cultural contexts affect the way we communicate? To what extent does our audience affect the way we communicate?
- What does it mean to be inclusive? How is inclusivity achieved? What barriers to inclusivity exist?
- What is intersectionality? Why is it important to recognize and understand intersectionality?
- Beyond ethnicity, what other kinds of social groups exist? How are these social groups formed and defined?
- How is intersectionality related to identity?

Performance Task- Land Acknowledgement Project
Land Acknowledgement Website Link

Resources:

- **Intro to ES- Ch 4.1**
 - **Ethnic Studies Key Terms Document**
 - **One Word Cut - Reservations (Short Video)**
 - **What is a Land Acknowledgment?**
 - **Example of Video Land Acknowledgement?**
 - **Celebration of Powwow**
 - **Native Lands: This Land is Our Land**
 - **The Indian and the Orange**
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Unit 2: African Americans

Unit Description: In this unit, students will explore the factors that shape the multifaceted nature of identity, emphasizing the role of cultural factors, historical experiences, and societal influences in shaping one's sense of self for African Americans. At the conclusion of the unit, students will analyze the modern impacts of double standards faced by African American people and create a digital display to illuminate the standard.

Essential Questions: What factors shape our identities? What parts of our identities do we choose for ourselves? What parts are determined for us by others, by society, or by chance? What factors influence our identity and, in turn, the choices we make? How is identity shaped and reshaped by our specific circumstances?

Guiding Questions:

- How can we model and foster empathetic listening skills?
- What does ethnicity mean? What does race mean? What is the difference between ethnicity and race?

- How are our identities formed? To what extent can a person's identity change over time? To what extent do our own upbringing and culture instill bias?
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- Beyond ethnicity, what other kinds of social groups exist? How are these social groups formed and defined?
- How is intersectionality related to identity?

Performance Task- Analyzing The Double Standard

Resources:

- **Ethnic Studies Key Terms Document**
- **Intro to ES- Ch 3.5**
- **History of the One Drop Rule**
- **Why Do We Say "African American"?**
- **PBS Video on Cultural Appropriation**
- **Double Standard- Nic Stone**
- **What is Kwanzaa?**

Unit 3: Latino/a/x

Unit Description: In this unit, students will embark on a profound exploration of Latina/o/x ethnic identity and experience in the United States. Students will delve into topics such as migration patterns, the intersectionality of ethnicity and race, cultural heritage preservation, and the impact of Latina/o/x communities on American society. Students will create a video presentation of the contributions of Latinas/os/x to America.

Essential Questions: What factors shape our identities? What parts of our identities do we choose for ourselves? What parts are determined for us by others, by society, or by chance? What factors influence our identity and, in turn, the choices we make? How is identity shaped and reshaped by our specific circumstances?

Guiding Questions:

- How can we model and foster empathetic listening skills?
- What does ethnicity mean? What does race mean? What is the difference between ethnicity and race?
- How are our identities formed? To what extent can a person's identity change over time? To what extent do our own upbringing and culture instill bias?
- How much control do we have over our own identities? What external factors influence our identities?
- How do we develop a better understanding of other people, cultures, and ethnic groups? Why is this important?
- What does it mean to show respect for others? What does that look like?
- What do we need to be able to do to hear perspectives and experiences that are different from ours? How do we effectively engage with opposing or unfamiliar views as part of exercising civil discourse?
- How do we communicate with others? To what extent do our cultural contexts affect the way we communicate? To what extent does our audience affect the way we communicate?

- What does it mean to be inclusive? How is inclusivity achieved? What barriers to inclusivity exist?
- What is intersectionality? Why is it important to recognize and understand intersectionality?
- Beyond ethnicity, what other kinds of social groups exist? How are these social groups formed and defined?
- How is intersectionality related to identity?

Performance Task- News Report Activity : “A Day Without Latina/o/x”

- **2021 News Clip**

Resources:

- **Ethnic Studies Key Terms Document**
- **Intro to ES - Ch 6.4**
- **Defining Latino**
- **America Ferrera: My Identity is My SuperPower!**
- **How Latino Americans Shaped America**
- **Mendez vs. Westminster**
- **California First State to End School Segregation**

Unit 4: Asian Americans/Pacific Islanders/Middle Eastern

Unit Description: In this unit, students will embark on an in-depth exploration of the intersectionality of Asian American, Pacific Islander, and Middle Eastern ethnic identities and experiences within the United States. They will delve into critical inquiries concerning the intricate facets of these cultures, histories, and societal dynamics. Students will create a mural project honoring individuals from the Asian American/Pacific Islander/Middle Eastern cultures, showcasing their intersectionalities as well as their distinct differences.

Essential Questions: What factors shape our identities? What parts of our identities do we choose for ourselves? What parts are determined for us by others, by society, or by

chance? What factors influence our identity and, in turn, the choices we make? How is identity shaped and reshaped by our specific circumstances?

Guiding Questions:

- How can we model and foster empathetic listening skills?
- What does ethnicity mean? What does race mean? What is the difference between ethnicity and race?
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- How do we communicate with others? To what extent do our cultural contexts affect the way we communicate? To what extent does our audience affect the way we communicate?
- What does it mean to be inclusive? How is inclusivity achieved? What barriers to inclusivity exist?
- What is intersectionality? Why is it important to recognize and understand intersectionality?
- Beyond ethnicity, what other kinds of social groups exist? How are these social groups formed and defined?
- How is intersectionality related to identity?

Performance Task- Individuality within Intersectionality: "Who are Asian/Pacific Islander/Middle Eastern Americans?" Mural Project

Resources:

- Intro to ES Ch 5.5
- Intro to ES - Ch 5.2
- Ethnic Studies Key Terms Document
- The Asian American Foundation
- South Asian American Digital Archive
- Model Minority Myth: PBS Video - "What I hear when you say"
- Gender Stereotypes- Social Experiment-20 Young Men and Women from 7 "Arab" Countries
- PBS Article: Why Arab Americans are pushing for a 'Middle East or North African' category on the census
- Asian Population Increase Link
- Census data
- Reading: Facing History and Ourselves- "What Are You?"

Module #2 "History, Movement & Community" (8 weeks)

Unit 1: Native Americans

Unit Description: In this unit, students will embark on a thoughtful journey through the intricate history of Native American communities. Research will also uncover the local history surrounding the Sherman Indian School (initially established in Perris, California). Students will create a gallery walk honoring the students who were forced to attend.

Essential Questions: What does it mean to live on this land? Who may become an American? What happens when multiple narratives are layered on top of each other?

Guiding Questions:

- Whose voices or perspectives have been historically emphasized when studying this topic/event? Whose voices or perspectives have been historically silenced or marginalized?
- How have those groups attempted to make themselves heard? To what extent have these attempts been successful?
- How has the ethnic makeup of your community changed over time?

- Which groups have been historically marginalized or discriminated against in your community? To what extent has the treatment and experiences of those groups changed over time?

Performance Task- They Already Had a Culture (Gallery Walk/Reflection on the Sherman Indian School - inspired by Museum of Tolerance experience)

Gallery Walk

Resources:

- **Intro to ES- Ch 4.3**
- **Ethnic Studies Key Terms Document**
- **Smithsonian - Virtual Museum Artifact**
- **Why the Mission System Ended in California**
- **Sherman Indian Museum**
- **The History of Perris**
- **These Are Not "Stories"**
- **History of Native California**

Unit 2: African Americans

Unit Description: In this unit, students will learn the intricate history of African American communities. They will explore the troubling aspects of this history, such as segregation and discrimination, shedding light on the marginalized experiences of these communities. Students will complete an activity that highlights a local trailblazer/icon in the Inland Empire.

Essential Questions: What does it mean to live on this land? Who may become an American? What happens when multiple narratives are layered on top of each other?

Guiding Questions:

- Whose voices or perspectives have been historically emphasized when studying this topic/event? Whose voices or perspectives have been historically silenced or marginalized?

- How have those groups attempted to make themselves heard? To what extent have these attempts been successful?
- How has the ethnic makeup of your community changed over time?
- Which groups have been historically marginalized or discriminated against in your community? To what extent has the treatment and experiences of those groups changed over time?

Performance Task- Local Icon/Trailblazer Social Media Profile Activity (Meet & Greet)

Resources:

- **Intro to ES - Ch 3.3**
- **Ethnic Studies Key Terms Document**
- **Chapter 2- California Reparation Report**
- **Afro-Latino Presence in Early California**
- **Allen Light- A Trailblazer**
- **The Green Book**
- **Jim Crow Museum**
- **Redlining and Racial Covenants**
- **The O'Day Family History**
- **Jackie Robinson**
- **African Americans and Citrus in the Inland Empire**
- **Black Women and the Right to Vote**

Unit 3: Latino/a/x

Unit Description- In this unit, students will explore the intricate history of Latina/o/x communities. They will explore the troubling aspects of this history, such as the struggles and discrimination faced. This unit sheds light on the marginalized experiences of these communities. At the end of this unit, students will highlight the untold stories of individuals who had a significant impact on Southern California.

Essential Questions: What does it mean to live on this land? Who may become an American? What happens when multiple narratives are layered on top of each other?

Guiding Questions:

- Whose voices or perspectives have been historically emphasized when studying this topic/event? Whose voices or perspectives have been historically silenced or marginalized?
- How have those groups attempted to make themselves heard? To what extent have these attempts been successful?
- How has the ethnic makeup of your community changed over time?
- Which groups have been historically marginalized or discriminated against in your community? To what extent has the treatment and experiences of those groups changed over time?

Performance Task- The Untold Stories - Teach the Teacher

Resources:

- **Intro to ES- Ch 6.5**
- **Ethnic Studies Key Terms Document**
- **The Dark History of Gasoline Baths**
- **Hispanic History Milestones: Timelines**
- **Punjabi-Mexican Communities**
- **Mexican American History in the IE**
- **Valentia: Mexican American in World War II**
- **Who is Bernarda Ruiz De Rodriguez?**
- **Famous Hispanic Americans Who Made History**
- **Courage and Valor: 5 Stories of Hispanic American Military Heroes**
- **Zoot Suit Riots**
- **Latinas in the Labor Movement**

Unit 4: Asian Americans/Pacific Islander/Middle Easterners

Unit Description: In this unit, students will analyze the history of Asian Americans/Pacific Islanders/Middle Easterners experiences in America. Students will look at the discrimination and marginalization within these groups. Students will

research a local famous historical figure and create an award for his or her contributions to American history.

Essential Questions: What does it mean to live on this land? Who may become an American? What happens when multiple narratives are layered on top of each other?

Guiding Questions:

- Whose voices or perspectives have been historically emphasized when studying this topic/event? Whose voices or perspectives have been historically silenced or marginalized?
- How have those groups attempted to make themselves heard? To what extent have these attempts been successful?
- How has the ethnic makeup of your community changed over time?
- Which groups have been historically marginalized or discriminated against in your community? To what extent has the treatment and experiences of those groups changed over time?

Performance Task- Celebrating Local Unsung Heroes - Students will choose a famous historical figure (or locally famous) and create an achievement award for that person

Resources:

- [Intro to ES - 5.4](#)
- [Intro to ES- Ch 5.5](#)
- [Ethnic Studies Key Terms Document](#)
- [Chinese American History in the IE](#)
- [America's Great Migration Project - Interactive Map](#)
- [Local History Riverside Chinatown \(link #1\) \(link #2\)](#)
- [Literature - *The Girl With Seven Names, In the Shadow of the Banyan*](#)
- ["AAPI in the IE"](#)
- [Pioneering Punjabis Digital Archive Page](#)
- [Chinese Exclusion Act](#)
- [Philip Vera Cruz](#)

Module #3 “Systems of Power & Injustices” (8 Weeks)

Unit #1 Native Americans

Unit Description: In this unit, students examine the implications of injustices and how the systems of power can create social hierarchies. Students will look at how the history and treatment of Native Americans has directly impacted the inequity seen today. Students will research the disparities in Education within Native American communities and the U.S. Public school system.

Essential Questions: What are the implications for a society when it categorizes people into a social hierarchy?

Guiding Questions:

- What is justice? What is injustice? How do people’s cultures, experiences, and histories influence how they understand and apply these terms?
- What does it mean to be marginalized? What does that look like? What does that feel like?
- How is intersectionality related to systemic discrimination, racism, and marginalization?

Performance Task- Economic Injustice - “Follow the Money” (Compare and Contrast Public School Spending with Native American Schools)

Resources:

- **Intro to ES- Ch 4.4**
- **Ethnic Studies Key Terms Document**
- **Crumbling Native American Schools**
- **One Word Cut - Reservations (Short Video)**
- **“30 Days” Life on a Reservation**

Unit #2 African American

Unit Description: In this unit, students examine the implications of injustices and how the systems of power can create social hierarchies. Students will look at how the history and treatment of African Americans has created systemic discrimination throughout the United States. Students will create a slideshow about dismantling stereotypes.

Essential Questions: What are the implications for a society when it categorizes people into a social hierarchy?

Guiding Questions:

- What is justice? What is injustice? How do people's cultures, experiences, and histories influence how they understand and apply these terms?
- What does it mean to be marginalized? What does that look like? What does that feel like?
- How is intersectionality related to systemic discrimination, racism, and marginalization?

Performance Task- The Justice Continuum---where have African Americans been in terms of justice...where are African Americans now in terms of justice...what needs to happen to continue to move towards and reach justice for African Americans (Start with present...navigate past...outline future)

Resources:

- [Intro to ES - Ch 3.4](#)
- [Ethnic Studies Key Terms Document](#)
- [PBS: Disproportionate Maternal Mortality](#)
- [Chapters 3-12 California Reparation Report](#)
- [African American Rights](#)
- [Civil Rights and Education Timeline](#)
- [Bruce's Beach](#)
- [News Report - Voter Suppression](#)
- [Coded Geographies- Lost LA](#)
- [The Green Book](#)
- [Overlooked Health Programs](#)
- [Racial Segregation and Concentrated Poverty](#)
- [The Black Politicians of Reconstruction](#)
- [New Deal Housing Program](#)
- [School Segregation](#)

Unit #3 Latino/a/x

Unit Description: In this unit, students examine the implications of social hierarchies and how the systems of power can create injustices. Students will look at how the history and treatment of Latinas/os/x leads to marginalization and have created systemic disparities throughout the United States. Students will create a powermap project where they look at disparities in their communities.

Essential Questions: What are the implications for a society when it categorizes people into a social hierarchy?

Guiding Questions:

- What is justice? What is injustice? How do people's cultures, experiences, and histories influence how they understand and apply these terms?
- What does it mean to be marginalized? What does that look like? What does that feel like?
- How is intersectionality related to systemic discrimination, racism, and marginalization?

Performance Task - Mind Mapping

Resources:

- **Intro to ES- Ch 6.3**
- **Intro to ES - Ch 6.5**
- **Ethnic Studies Key Terms Document**
- **Chavez Ravine**
- **Colorism in the Latino Community**
- **Bracero Program: 1942**
- **Immigration Reform and Control Act of 1986**

Unit #4 Asian American/Pacific Islander/Middle Eastern

Unit Description: In this unit, students examine the implications of how social hierarchies and injustices are created through the systems of power. Students will look at how the history and treatment of Asian Americans/Pacific Islanders/Middle Easterners leads to the marginalization and systemic discrimination. This unit will culminate with a Socratic Seminar discussing the different perspectives on a local issue.

Essential Questions: What are the implications for a society when it categorizes people into a social hierarchy?

Guiding Questions:

- What is justice? What is injustice? How do people's cultures, experiences, and histories influence how they understand and apply these terms?
- What does it mean to be marginalized? What does that look like? What does that feel like?
- How is intersectionality related to systemic discrimination, racism, and marginalization?

Performance Task- Socratic Seminar: Unpacking Perspectives of George Wong
Teaching a Socratic Seminar
George Wong Article

Resources:

- **Intro to ES- 5.3**
- **Intro to ES - Ch. 5.4**
- **Ethnic Studies Key Terms Document**
- **Angel Island**
- **Long History of Asian Hate**

Module #4 “Social Movements, Equity & Actions” (8 Weeks)

Unit #1 Native Americans

Unit Description: Students will research social movements addressing the needs of Native Americans in their local area and discuss how to contribute to social change in the community. Students will examine equity and the importance of civic engagement. Students will conclude this unit with a letter to Congress addressing current unresolved social issues in their communities.

Essential Questions: How have social movements addressed different kinds of discrimination or oppression? What debates and dilemmas remain unresolved?

Guiding Questions:

- What is equity? How is equity different from equality?
- How have individual and collective efforts challenged and overcome inequality and discriminatory treatment?
- How can individuals or groups of people overcome and dismantle systemic discrimination, marginalization, and racism?
- What is civic engagement? What does civic engagement look like?
- How can civic engagement lead to or contribute to social change?
- How have different ethnic groups contributed to your community?
- How have different ethnic groups contributed to your community?
- To what extent have members of your community tried to achieve social or political change? To what extent were they successful?
- What are some strategies for effectively and respectfully discussing difficult, sensitive, or controversial topics?

Performance Task- Call to Action Letter

Resources:

- **Ethnic Studies Key Term Document**
 - **Intro to ES- Ch 4.5**
 - **Indigenous Farming**
 - **“Everything You Wanted to Know About Indians but Were Afraid to Ask” By: Anton Treuer**
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Unit #2 African Americans

Unit Description: Students will research what social change is needed in support of African Americans to overcome the inequalities in the community. Students will examine equity and the importance of civic engagement. Students will conclude this unit with a speech that dives into solving a dilemma locally.

Essential Questions: How have social movements addressed different kinds of discrimination or oppression? What debates and dilemmas remain unresolved? What steps can be taken to help move forward and resolve these debates and dilemmas?

Guiding Questions:

- What is equity? How is equity different from equality?
- How have individual and collective efforts challenged and overcome inequality and discriminatory treatment?
- How can individuals or groups of people overcome and dismantle systemic discrimination, marginalization, and racism?
- What is civic engagement? What does civic engagement look like?
- How can civic engagement lead to or contribute to social change?
- How have different ethnic groups contributed to your community?
- How have different ethnic groups contributed to your community?

- To what extent have members of your community tried to achieve social or political change? To what extent were they successful?
- What are some strategies for effectively and respectfully discussing difficult, sensitive, or controversial topics?

Performance Task- Speak To It

Sample Student Speech

Resources:

- **Intro to ES- Ch 3.2**
 - **Intro to ES - Ch. 3.5**
 - **Ethnic Studies Key Term Document**
 - **Women and the Black Power Movement**
 - **Trailblazing Business Mogul**
 - **Local African American Icons**
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Unit #3 Latino/a/x

Unit Description: Students will research social movements addressing the inequalities in the Latina/o/x communities. Students will examine these inequalities and how they can collectively be overcome through civic engagement. Students will conclude this unit by creating a “virtual walk-out”.

Essential Questions: How have social movements addressed different kinds of discrimination or oppression? What debates and dilemmas remain unresolved?

Guiding Questions:

- What is equity? How is equity different from equality?
- How have individual and collective efforts challenged and overcome inequality and discriminatory treatment?

- How can individuals or groups of people overcome and dismantle systemic discrimination, marginalization, and racism?
- What is civic engagement? What does civic engagement look like?
- How can civic engagement lead to or contribute to social change?
- How have different ethnic groups contributed to your community?
- How have different ethnic groups contributed to your community?
- To what extent have members of your community tried to achieve social or political change? To what extent were they successful?
- What are some strategies for effectively and respectfully discussing difficult, sensitive, or controversial topics?

Performance Task- Virtual "Speak Out" - Tik Tok or Reels

Resources:

- **Intro to ES- Ch 6.2**
- **Intro to ES- Ch 6.3**
- **Ethnic Studies Key Term Document**
- **Walkout Generation**
- **Library of Congress A Latinx Resource Guide: Civil Rights Cases and Events in the United States**
- **Latino Power List - Trailblazers in Hollywood**

Unit #4 Asian Americans/Pacific Islander/Middle Eastern

Unit Description: Students will research what social movements are addressing the needs of Asian Americans/Pacific Islanders/Middle Eastern and discuss how to contribute to social change in the community. Students will examine equity and the importance of civic engagement. Students will conclude this unit by creating a PSA to speak out against Hate.

Essential Questions: How have social movements addressed different kinds of discrimination or oppression? What debates and dilemmas remain unresolved?

Guiding Questions:

- What is equity? How is equity different from equality?
- How have individual and collective efforts challenged and overcome inequality and discriminatory treatment?
- How can individuals or groups of people overcome and dismantle systemic discrimination, marginalization, and racism?
- What is civic engagement? What does civic engagement look like?
- How can civic engagement lead to or contribute to social change?
- How have different ethnic groups contributed to your community?
- How have different ethnic groups contributed to your community?
- To what extent have members of your community tried to achieve social or political change? To what extent were they successful?
- What are some strategies for effectively and respectfully discussing difficult, sensitive, or controversial topics?

Performance Task- PSA: Against Asian Hate

Resources:

- [Intro to ES- Ch 5.2](#)
- [Ethnic Studies Key Term Document](#)
- [How to Teach the Los Angeles Chinatown Massacre of 1871 Video](#)
- [Chinese Resistance to Exclusion Lesson](#)
- [Stop AAPI Hate Link](#)
- [2021 Atlanta Area Shooting](#)

Culminating Activity/Final Project- Ethnography Final Project

Writing Assignments (REQUIRED):

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

Students will participate in various assignments that require different types of writing. These assignments include:

Culture Box
Land Acknowledgement
Analyzing the Double Standard -Slide Deck
News Report Project
Mural Project
Gallery Walk
Local Icons - Create a Social Media Profile of your Icon
Teach the Teacher- Research Project
Celebrating Local Heroes Achievement Awards
Follow the Money: Compare/Contrast Public School Spending with Native American School Spending
The Justice Continuum Project
Mind Mapping Community Disparities
Socratic Seminar
Call to Action Letter
Speak to It - Student Speech
Virtual Speak Out
Public Service Announcement
Ethnography Final Project

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1

Title: Introduction to Ethnic Studies

Edition:

Author: Kay Fischer, Mario Alberto Viveros Espinoza-Kulick, Ulysses Acevedo, Teresa Hodges, Melissa Leal, and Tamara Cheshire

ISBN: No Cost Online Resources

Publisher: LibreTexts libraries	Publication Date: June 2023
Usage: <input type="checkbox"/> Primary Text <input checked="" type="checkbox"/> Read in entirety or near	
Textbook #2	
Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	
Supplemental Instructional Materials <i>Please include online, and open source resources if any.</i>	
<ul style="list-style-type: none"> ● <u>Intro to ES- Ch 1.1</u> ● <u>Intro to ES- Ch 2.5</u> ● <u>California Department of Education</u> ● <u>Governor Newsom Signs AB101 Article</u> ● <u>“The Danger of a Single Story”</u> ● <u>Why Ethnic Studies?</u> ● <u>Kids Speak on Race</u> ● <i>“American Like Me: Reflections on Life Between Cultures”</i> By: America Ferrera ● <u>Intro to ES- Ch 4.1</u> ● <u>One Word Cut - Reservations (Short Video)</u> ● <u>What is a Land Acknowledgment?</u> ● <u>Example of Video Land Acknowledgement?</u> ● <u>Celebration of Powwow</u> ● <u>Native Lands: This Land is Our Land</u> ● <u>The Indian and the Orange</u> ● <u>Intro to ES- Ch 3.5</u> ● <u>History of the One Drop Rule</u> ● <u>Why Do We Say “African American”?</u> ● <u>PBS Video on Cultural Appropriation</u> ● <u>Double Standard- Nic Stone</u> 	

- [What is Kwanzaa?](#)
- [Intro to ES - Ch 6.4](#)
- [Defining Latino](#)
- [America Ferrera: My Identity is My SuperPower!](#)
- [How Latino Americans Shaped America](#)
- [Mendez vs. Westminster](#)
- [California First State to End School Segregation](#)
- [Intro to ES Ch 5.5](#)
- [Intro to ES - Ch 5.2](#)
- [The Asian American Foundation](#)
- [South Asian American Digital Archive](#)
- [Model Minority Myth: PBS Video - "What I hear when you say"](#)
- [Gender Stereotypes- Social Experiment-20 Young Men and Women from 7 "Arab" Countries](#)
- [PBS Article: Why Arab Americans are pushing for a 'Middle East or North African' category on the census](#)
- [Asian Population Increase Link](#)
- [Census data](#)
- [Reading: Facing History and Ourselves- "What Are You?"](#)
- [Intro to ES- Ch 4.3](#)
- [Smithsonian - Virtual Museum Artifact](#)
- [Why the Mission System Ended in California](#)
- [Sherman Indian Museum](#)
- [The History of Perris](#)
- [These Are Not "Stories"](#)
- [History of Native California](#)
- [Intro to ES - Ch 3.3](#)
- [Chapter 2- California Reparation Report](#)
- [Afro-Latino Presence in Early California](#)
- [Allen Light- A Trailblazer](#)
- [The Green Book](#)
- [Jim Crow Museum](#)
- [Redlining and Racial Covenants](#)
- [The O'Day Family History](#)
- [Jackie Robinson](#)
- [African Americans and Citrus in the Inland Empire](#)
- [Black Women and the Right to Vote](#)
- [Intro to ES- Ch 6.5](#)

- [The Dark History of Gasoline Baths](#)
- [Hispanic History Milestones: Timelines](#)
- [Punjabi-Mexican Communities](#)
- [Mexican American History in the IE](#)
- [Valentia: Mexican American in World War II](#)
- [Who is Bernarda Ruiz De Rodriguez?](#)
- [Famous Hispanic Americans Who Made History](#)
- [Courage and Valor: 5 Stories of Hispanic American Military Heroes](#)
- [Zoot Suit Riots](#)
- [Latinas in the Labor Movement](#)
- [Intro to ES - 5.4](#)
- [Intro to ES- Ch 5.5](#)
- [Chinese American History in the IE](#)
- [America's Great Migration Project - Interactive Map](#)
- [Local History Riverside Chinatown \(link #1\) \(link #2\)](#)
- [Literature - *The Girl With Seven Names, In the Shadow of the Banyan*](#)
- ["AAPI in the IE"](#)
- [Pioneering Punjabis Digital Archive Page](#)
- [Chinese Exclusion Act](#)
- [Philip Vera Cruz](#)
- [Intro to ES- Ch 4.4](#)
- [Crumbling Native American Schools](#)
- [One Word Cut - Reservations \(Short Video\)](#)
- ["30 Days" Life on a Reservation](#)
- [Intro to ES - Ch 3.4](#)
- [PBS: Disproportionate Maternal Mortality](#)
- [Chapters 3-12 California Reparation Report](#)
- [African American Rights](#)
- [Civil Rights and Education Timeline](#)
- [Bruce's Beach](#)
- [News Report - Voter Suppression](#)
- [Coded Geographies- Lost LA](#)
- [The Green Book](#)
- [Overlooked Health Programs](#)
- [Racial Segregation and Concentrated Poverty](#)
- [The Black Politicians of Reconstruction](#)
- [New Deal Housing Program](#)
- [School Segregation](#)

- Intro to ES- Ch 6.3
- Intro to ES - Ch 6.5
- Chavez Ravine
- Colorism in the Latino Community
- Bracero Program: 1942
- Immigration Reform and Control Act of 1986
- Intro to ES- 5.3
- Intro to ES - Ch. 5.4
- Angel Island
- Long History of Asian Hate
- Intro to ES- Ch 4.5
- Indigenous Farming
- **“Everything You Wanted to Know About Indians but Were Afraid to Ask” By: Anton Treuer**
- Intro to ES- Ch 3.2
- Intro to ES - Ch. 3.5
- Women and the Black Power Movement
- Trailblazing Business Mogul
- Local African American Icons
- Intro to ES- Ch 6.2
- Intro to ES- Ch 6.3
- Walkout Generation
- Library of Congress A Latinx Resource Guide: Civil Rights Cases and Events in the United States
- Latino Power List - Trailblazers in Hollywood
- Intro to ES- Ch 5.2
- How to Teach the Los Angeles Chinatown Massacre of 1871 Video
- Chinese Resistance to Exclusion Lesson
- Stop AAPI Hate Link
- 2021 Atlanta Area Shooting

Estimated costs for classroom materials and supplies (REQUIRED). *Please describe in detail.*
 If more space is needed than what is provided, please attach a backup as applicable.

Cost for a class set of textbooks: \$0	Description of Additional Costs: Free Online Resource Materials
Additional costs:\$0	
Total cost per class set of instructional materials:	\$0

Key Assignments (REQUIRED):

Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be used.

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

- Culture Box
- Land Acknowledgement
- Analyzing the Double Standard -Slide Deck
- News Report Project
- Mural Project
- Gallery Walk
- Local Icons - Create a Social Media Profile of your Icon
- Teach the Teacher- Research Project
- Celebrating Local Heroes Achievement Awards
- Follow the Money: Compare/Contrast Public School Spending with Native American School Spending
- The Justice Continuum Project
- Mind Mapping Community Disparities
- Socratic Seminar
- Call to Action Letter
- Speak to It - Student Speech
- Virtual Speak Out
- Public Service Announcement
- Ethnography Final Project

History of Course Development (optional)